

WATKINS-NANCE ELEMENTARY

2525 Barhamville Rd.
Columbia, South Carolina 29204

GRADES K-5 Elementary School

ENROLLMENT 420 Students

PRINCIPAL Dr. Evelyn Cohens 803-733-4321

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	45	47	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

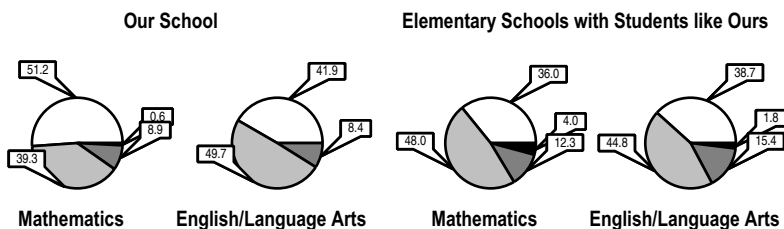
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	62	41
Percent satisfied with learning environment	83.3%	83.9%	87.8%
Percent satisfied with social and physical environment	86.1%	84.7%	71.8%
Percent satisfied with home-school relations	54.1%	85.2%	85.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	196	99.0	41.9	49.7	8.4	N/A	8.4	17.6
Gender								
Male	111	99.1	52.7	40.9	6.5	N/A	6.5	17.6
Female	85	98.8	27.4	61.6	11.0	N/A	11.0	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	195	99.0	41.2	50.3	8.5	N/A	8.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	157	98.7	38.5	51.1	10.4	N/A	10.4	17.6
Disabled	39	100.0	56.3	43.8	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	196	99.0	41.6	50.0	8.4	N/A	8.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	196	99.0	41.6	50.0	8.4	N/A	8.4	17.6
Socio-Economic Status								
Subsidized meals	174	98.9	41.3	50.3	8.4	N/A	8.4	17.6
Full-pay meals	19	100.0	45.5	45.5	9.1	N/A	9.1	17.6

Mathematics								
All students	196	100.0	51.2	39.3	8.9	0.6	9.5	15.5
Gender								
Male	111	100.0	52.7	38.7	8.6	N/A	8.6	15.5
Female	85	100.0	48.6	40.5	9.5	1.4	10.8	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	195	100.0	50.6	39.8	9.0	0.6	9.6	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	157	100.0	47.1	41.2	11.0	0.7	11.8	15.5
Disabled	39	100.0	68.8	31.3	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	196	100.0	50.9	39.5	9.0	0.6	9.6	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	196	100.0	50.9	39.5	9.0	0.6	9.6	15.5
Socio-Economic Status								
Subsidized meals	174	100.0	51.3	38.5	9.6	0.6	10.3	15.5
Full-pay meals	19	100.0	45.5	54.5	N/A	N/A	N/A	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	63	N/A	25.4	50.8	23.7	N/A	23.7
	Grade 4	59	N/A	22.8	64.9	12.3	N/A	12.3
	Grade 5	63	N/A	38.1	50.8	11.1	N/A	11.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	98.3	40.0	48.0	12.0	N/A	12.0
	Grade 4	66	100.0	37.5	55.4	7.1	N/A	7.1
	Grade 5	72	98.6	47.5	45.9	6.6	N/A	6.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	63	N/A	41.9	51.6	4.8	1.6	6.5
	Grade 4	59	N/A	45.6	35.1	15.8	3.5	19.3
	Grade 5	63	N/A	58.7	38.1	3.2	N/A	3.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	52.9	43.1	3.9	N/A	3.9
	Grade 4	66	100.0	41.1	37.5	19.6	1.8	21.4
	Grade 5	72	100.0	59.0	37.7	3.3	N/A	3.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 420)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.7%	Up from 3.1%	2.5%	2.4%
Attendance rate	95.3%	Down from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.4%	Down from 5.3%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.6%	Down from 11.8%	8.3%	8.0%
Older than usual for grade	0.2%	Down from 0.5%	2.9%	1.1%
Suspended or expelled	0.5%	Down from 0.7%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	41.7%	Down from 44.7%	46.9%	50.0%
Continuing contract teachers	61.1%	Up from 52.6%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	80.3%	86.2%
Teacher attendance rate	96.2%	Down from 97.0%	95.1%	95.3%
Average teacher salary	\$36,893	Down 11.2%	\$38,381	\$39,909
Prof. development days/teacher	11.5 days	Up from 6.7 days	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	13.5 to 1	Down from 15.0 to 1	17.1 to 1	18.9 to 1
Prime instructional time	89.9%	Down from 91.7%	88.7%	89.7%
Dollars spent per pupil*	\$7,919	N/A	\$6,797	\$5,892
Percent spent on teacher salaries*	67.0%	N/A	63.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.8%	Up from 71.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Watkins-Nance Elementary has completed its second year in a new facility. Our school has continued to focus on programs to ensure student success. We are especially proud of the programs we provided to assist students with their academic performance. These included our Parent-Student Academic Fair and Early Bird and Afternoon Delight tutorial programs. Our staff development programs continued to focus on topics such as customer service, improving student performance on the Palmetto Achievement Challenge Test (PACT), and integrating math, science, and social studies into the language arts curriculum.

Major emphasis was placed upon student communication skills and math initiatives. New programs added to reinforce these skills were Project MIND (Math is Not Difficult), the Soar to Success reading program, and the use of Compass Learning computer software for language arts and math skills.

Watkins-Nance has continued to prepare students to meet new challenges. Team teaching, as well as quarterly mock testing and district assessment testing, were conducted to strengthen students' test-taking skills. Retired teachers were employed to provide small-group instruction to our struggling readers. Foster Grandparents worked daily to provide academic assistance for our first graders.

Students were recognized for outstanding academic performance at quarterly award ceremonies. Our Honor Student Program, Student and Class of the Month Programs, Student Council, Career Fair, and Safety Patrol were activities that focused upon students' academic performance and character.

Watkins-Nance employed several unique parent/community outreach programs. These included the Parent Books and Breakfast Club, Parent-Teacher Conference Incentives, and the Thanksgiving Food Drive.

In spite of our successes, we have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are making strides in these areas and are proud of our progress. Since the opening of our school in 2001, our 2001-02 Teacher of the Year won a \$25,000 Milken Award, one of our volunteers was named District Volunteer of the Year, our school newsletter won a 2002-03 Golden Pencil (a district award), and we successfully completed a SACS evaluation.

Dr. Evelyn Cohens, Principal, Watkins-Nance Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.